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ABSTRACT

Position and background papers presented at a UNESCO conference on adult education are provided. The first position paper presents the Delegation's overall position on the various items on the agenda. The two other position papers concern the development of adult education through international cooperation (intellectual cooperation and international aid). The background papers presented are: "Democratization of Education," "Adult Education as a Factor in Economic and Social Development," "Adult Education as a Factor in Cultural Development," "Adult Education in Integrated Educational Systems in the Context of Life-Long Education" (synopsis only), "Planning, Administration, and Financing of Adult Education," "New Methods and Techniques: Utilization of the Major Communication Media," and "Mobilization and Training of Personnel Required for the Expansion of Adult Education." (KM)

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UNESCO THIRD INTERNATIONAL CONFERENCE
ON ADULT EDUCATION

Tokyo, 25 July - 7 August 1972

POSITION PAPER

PROBLEM:

To adopt an overall position on the various items on the agenda for the Third International Conference on Adult Education.

BACKGROUND:

This document constitutes general guidance to the Delegation with respect to the items to be discussed during the Tokyo Conference. It should be used in conjunction with other position papers, developed for specific problems, and background papers, developed to facilitate an exchange of views on the state of the art in adult education, during the discussions at the Conference.

POSITION: (GENERAL)

The Delegation is instructed to seek to avoid recommendations for program activities which would result in [redacted] increases in UNESCO's regular program funds; to draw the attention of Member States to the need for careful consideration of adult education within the context of integrated educational planning; to support, if it should be raised, the establishment of an international nongovernmental organization for adult education; and to encourage the qualitative improvement and quantitative expansion of teacher education for adult education in the developing countries.

POSITIONS: (SPECIFIC)

Agenda Items 1-5

No problems anticipated. No position papers prepared.

Agenda Item 6 - Main trends in adult education during the last ten years (analysis and major problems)

No problems anticipated. Material for exchange of information and for discussion contained in booklet Perspectives of Adult Education in the United States and a Projection for the Future prepared specifically for the Conference by the United States Office of Education.

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Agenda Item 7(a) - Adult education as a factor in the democratization of education

No problems anticipated. Material for exchange of information and for discussion contained in background paper prepared for this agenda item.

Agenda Item 7 (b) - Adult education as a factor in economic and social development

No problems anticipated. Material for exchange of information and for discussion contained in background paper prepared for this agenda item.

Agenda Item 7 (c) - Adult education as a factor in cultural development

No problems anticipated. Material for exchange of information and for discussion contained in background paper prepared for this agenda item.

Agenda Item 7 (d) - The role of adult education in integrated education in the context of life-long education

No problems anticipated. Material for exchange of information and for discussion contained in background paper prepared for this agenda item.

Agenda Item 8.1 - Planning, administration and financing

No problems anticipated. Material for exchange of information and for discussion contained in background paper prepared for this agenda item.

Agenda Item 8.2 - New methods and techniques; utilization of the major communication media

No problems anticipated. Material for exchange of information and for discussion contained in background paper prepared for this agenda item.

Agenda Item 8.3 - Mobilisation and training of personnel required for the expansion of adult education

PROBLEM: To overcome the shortage of qualified educational personnel available for adult education in the developing countries.

U.S. POSITION:

The delegation should encourage Member States to intensify their efforts to provide qualitative improvement in teacher education for adult education.

BACKGROUND:

The problems confronting teacher education are much the same throughout the modern world regardless of the stage of development. The most common task confronting national planners and educational decision-makers is to attract to the field of teacher education indigenous men and women who are energetic, creative and adaptive. All too often, the most qualified persons are attracted to other professions. While this is primarily the result of a relative inadequacy of rewards and incentives in teacher education, it may also reflect the comparatively low status and poor conditions of many of the institutions that prepare teachers. Frequently, the teacher training colleges are isolated from the mainstream of academic and professional life in the society. Programs for teacher preparation are treated as "training activities" rather than thorough educational processes. It is not unusual for them to be traditional and rigid, often drawing upon knowledge and methodology which have evolved in a different context and society. The intellectual and emotional experiences available to prospective teachers are often sterile and inferior to those offered advanced students in other professional courses. Teacher preparation is reduced to a replicative skill, rather than an interpretive process, and, as a result, the cycle of low quality, low pay, and low status remains unbroken in much of the developing world. Since the improvement of adult education in many of these countries is based upon the quality of available educational personnel, programs for the improvement of teacher education have a direct relationship to adult education.

TALKING POINTS:

1. The priorities in the preparation of teachers are derived naturally from the general educational goals of the society. The developing and defining of educational objectives are resulting in a moving away from the heavy emphasis on the study of isolated academic subjects and toward a more comprehensive approach firmly integrated with the local environment. Teachers must be prepared to develop teaching strategies and new courses in order to meet the needs of middle-level manpower in such fields as agriculture, construction, engineering and commerce. Teachers must also be professionally prepared to be able to develop and implement courses in the cultural heritage of society -- its art, music, history and basic philosophies. And teachers of all subjects must be made ready and willing to interpret their field of study in the light of the needs and goals of their society. It is particularly important that teachers be capable of demonstrating the mutually beneficial inter-relationships of the school and the local community, with the teacher serving as both catalyst for change and as a bridge between traditional and modern aspects of the community.

2. The first step in meeting this objective lies in attracting naturally innovative people to the field of adult education, despite the inadequacy of rewards and incentives in the field of teaching. Teacher education institutions must also act in a variety of ways to nurture and enhance these characteristics in their prospective teachers. Teachers often must be able to teach effectively despite the irrelevancy or absence of materials and equipment. They must be dynamic and self-reliant enough to overcome resistance to new ideas among their students, other teachers, other administrators and the local community, and yet sensitive enough not to alienate and antagonize. Confronted with a dearth of research in all areas, teachers must be capable of conducting their own and capitalizing to the fullest extent on the data that are available. And finally, the teacher should be able to think critically and objectively, for this is a most important skill to be transmitted to future generations in all societies, regardless of their particular level of development.

3. It is obvious that those who can most effectively teach the reconciliation of the old and the new will be those persons who have reconciled these tensions and forces within themselves in reference to local conditions. Expatriates have been necessary and will continue to be in many areas, but there is no substitute for the well-trained and motivated teacher who also has that kind of empathy born of a shared culture with his students and his community.

4. High attrition rates from schools in the developing world necessitate new approaches and programs to assure greater retention. At the same time, finite resources limit the capacity of national systems of education to hold larger numbers of students. As a result, curricula and materials need to be developed to meet the diverse requirements of farmers and semi-skilled workers and those that are unemployed to enable them to cope with a world in transition. Private industrial and commercial resources should be exploited to assist in providing on-the-job training activities. Teacher educators must be in the forefront of such efforts to relate and coordinate private training projects to the skills and knowledge transmitted in institutionalized programs of technical and vocational education, and they should act as catalysts for other adult education programs.

NOTE - Material for exchange of information and for discussion contained in background paper prepared for this agenda item.

Agenda Item 8.4 - Development of adult education through international cooperation

See position papers prepared on:

(1) Intellectual cooperation in the field of adult education, and
(2) International aid, particularly for the developing countries.

Agenda Items 9-10

No problems anticipated. No position papers prepared.

Clearances:

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July 19, 1972

UNESCO THIRD INTERNATIONAL CONFERENCE
ON ADULT EDUCATION

(July 25 - August 7, 1972)

BACKGROUND PAPER

DEMOCRATIZATION OF EDUCATION

7.a. (i) Democratization of access to education

Adult education is one of the key areas of the nation's educational activity and, by its nature, it is a particularly important factor in the broadening and democratization of access to education.

Broadening the access to education does not mean simply providing, side by side with the existing school system, educational facilities for adults who have had no schooling; it means devising new structures that will do away with the frontiers separating formal education from informal education. It means recognizing the need for a life-long education that will teach people how to learn and make it possible for them to supplement and renew their store of knowledge throughout the course of their life. In this context, adult education (for so long at a disadvantage in the matter of budgetary appropriations) must no longer be treated as a temporary expedient aimed at redressing the shortcomings of traditional school education. Designed to provide a means of adjustment to life, it supplements formal education and should contribute to the reform of the methods used in schools.

During the 1960's the Federal government mounted massive programs designed to eliminate pockets of poverty. Political debate and advocacy groups focused on social and political values that brought changes in the form and function of organized adult education.

In general, the adult education efforts of nonpublic agencies, such as labor unions, business and industry, and the multitude of voluntary civic and social service agencies and organizations, paralleled the concerns of government at the Federal, State, and local levels.

7.a. (ii) Democratization of the educational process:

Adult education activities must be primarily aimed at the democratization of education in the most concrete sense, that is to say, by making it available first and foremost to those who need it most: the eradication of illiteracy. Adult education should make an effective contribution to political and cultural education, the introduction of the necessary changes in the socio-economic structures, economic growth, employment, the development of rural areas, family planning, and the dissemination of technology and research findings.

One of the major contributions of the Montreal Conference was to gain currency for the concept of life-long education. The fact of considering education as a continuous activity clearly entails far-reaching consequences. Firstly, this concept requires a rethinking of the function of school and university education in their traditional forms. The essential purpose of schools and universities will no longer be to impart a sum of knowledge and skills, but to furnish pupils and students with the intellectual and emotional equipment to enable them to continue throughout their life to develop the various dimensions of their personality. It has become apparent that schools and universities must, for this purpose, undergo a process of regeneration so as to become responsive to the needs, the aspirations and behavior patterns of active life. This radical transformation of education can only occur in so far as the present generations of adults change their ideas and attitudes towards education in general and, more particularly, their own education. If adults do not possess the means to continue their studies and their training, there will be no thorough-going regeneration of education as a whole. It follows that adult education must cease to be a peripheral or intermittent activity, that the whole idea of "catching up" by late starters, which is envisaged purely in relation to school and university education, must be discarded, and that the education of children and young people and adult education are linked together in a continuous relationship. It is indeed obvious that adult education, if it is to be vital and vigorous, must entail a radical transformation of schools and universities and that, conversely, such transformation can only be brought about if the principles and practice of adult education are transformed through and through.

For the purpose of this discussion, let us consider adult to mean a person who has entered upon the responsibilities of maturity, is occupied with earning a living, and is beyond the compulsory age; let us consider adult education to be instruction on an organized basis by a recognized institution and pursued on a systematic basis by the learner. Such adult education is organized in many communities in connection with elementary and secondary school systems. In a few communities, this may be the sole source of adult education; but in most, a wide variety of other organizations provide adult education. These include employers, churches, unions, military service schools, colleges, public libraries, correspondence schools, community agencies, and a wide variety of professional, proprietary, and voluntary institutions.

Adult education assumes such varied forms as courses taken for credit, informal instruction, on-the-job training, correspondence study, and discussion groups or demonstrations at home, shop, on the field, or in the office.

Most adult education programs are conceived and organized separately from educational programs for children, young adults, or full-time college students. However, there has been a growing trend since 1965 for the elementary and secondary school system, the community college, and the university to accept greater responsibility for planning, organizing, coordinating, and staffing local adult education programs.

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UNESCO THIRD INTERNATIONAL CONFERENCE
ON ADULT EDUCATION

(July 25 - August 7, 1972)

BACKGROUND PAPER

ADULT EDUCATION AS A FACTOR IN ECONOMIC AND SOCIAL DEVELOPMENT

The thrust of social, economic, and political objectives as served by adult education might be indicated by saying that it concerned itself with the life roles of the citizen -- his role in his family, his relation with other citizens, his own personal development, increasing his job skills, making his leisure more meaningful, bringing him into the mainstream of national life by political and social activity, educating him as a consumer, taking his mind (if not his body) outside of his national boundaries and making him something of a citizen of the world and (since millions watched on TV as man walked the surface of the moon) a citizen of the universe.

The "link and mutual relationship" between societal goals and adult education is a product of the societal marketplace and an interplay of supply and demand.

Although there is no national policy that guides the organization and development of adult education in America, there are significant centers of influence. The Federal Government by its legislative actions and monetary support has substantially encouraged the expansion of "literacy education" and vocational ~~or manpower~~ education in the past decade.

Increasing awareness that learning throughout life is essential not only to economic success but to a better way of life in a better society has marked the last decade. During its troubled years many a thought-leader has changed his perception of adult and continuing education from a pleasant hobby to fill the leisure hours of the middle class to an essential for national survival.

At the same time, adult educators have reappraised national needs and moved to help people to keep up with advancing technology and to cope with social changes. The Extension Service of the

U.S. Department of Agriculture, which has long served the needs of farms and rural communities, perceived a need for nutritional guidance in urban areas, an expertise which it possessed, and moved into the cities with help.

A reappraisal of adult education by the Congress and the Executive Branch and by institutions of higher education supported an expansion and upgrading of professional training programs.

And the communications media, a vital part of American adult education, have aggressively sought in this decade to improve the services to their readers and listeners. Although journalists do not consider themselves as adult educators, they perceive themselves as shaping the viewpoint and values of the people.

The formation of the Corporation for Public Broadcasting is seen as the most dramatic development in the use of mass media for adult education.

The major socio-economic, socio-political, or socio-cultural objectives which will need adult education activity involve coping with conditions and problems present or about to enter the national scene. Some of these are:

More persons on the job market in an economy which has few jobs for the unskilled will require new and expanded education for upgrading employment skills.

More leisure time as adults retire from active work will require new opportunities for personal development.

There will be a greater percentage of young and old in the population. Some of the young have gone through various levels of formal education without the job skills or societal know-how that will be required of them during their mature years.

Population is leaving the farms and small towns and flocking to cities and their suburbs. This urbanization will require a variety of skills which the present urban problems make clear are not now possessed.

Even without increasing urbanization the environment is showing dangerous signs of wear and tear, and we will need to clean up the environment and straighten out our ecological imbalances.

Technological advancement will require life-long learning to function effectively as a wage earner and citizen.

Poverty continues to be a stubborn foe, and the battle against it will continue to be fought by adult educators.

Adult education will use much of its resources in the continuing effort to achieve equal social and economic opportunities for all Americans.

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UNESCO THIRD INTERNATIONAL CONFERENCE
ON ADULT EDUCATION

(July 25 - August 7, 1972)

BACKGROUND PAPER

ADULT EDUCATION AS A FACTOR IN CULTURAL DEVELOPMENT

One of the notable developments of the decade was the refusal of millions of Americans, particularly among the young and the disadvantaged, to be treated as a statistic or a faceless component of a group. "I am a human being; do not fold, staple, or mutilate me," was a humorous slogan which emphasized that more individuals demanded that government and society treat them as what they, in fact, were -- individuals. This has been accompanied by the realization that solving the problems of individuals often solves what are regarded as "national" problems. Education was seen as a tool for assisting the individual to solve his problems as an individual; and since the majority of Americans were not in school, adult and continuing education was obviously an important vehicle for problem-solving on a person-by-person basis. During the decade the Congress passed more than twenty major pieces of legislation in support of adult education. In the Higher Education Act of 1965, the Congress encouraged higher education institutions to form partnerships with their communities to mount educational programs directed to problems of housing, land use, recreation and community development. The correlation is somewhat built into a perpetual motion system. Adult education was a factor in raising the aspirations of citizens and increasing their desire for fulfillment as individuals. Institutions and local, State, and Federal governments responded to meet these needs and desires by directing, shaping, and financing adult education efforts.

Adult education activities of one form or another are provided by practically every type of institution with which adults come into daily contact. Many have only a secondary interest in adult education. Such groups include the military, labor unions, churches, voluntary social and civic agencies and foundations. Some of these are more concerned with the needs of society. There is no machinery to guide, correlate, or even measure all of these activities, and in America's pluralistic society it may be that no such machinery will ever be created.

Public libraries and museums provide a collection of materials essential to a community of men striving for self-fulfillment through adult education. Libraries are being increasingly regarded as learning centers offering a variety of media services available for educational and cultural purposes. Library programs of outreach to the disadvantaged have tended to emphasize reaching young adults recognizing that the unreached adult is truly the "hard-core" problem. Film showings about books and community resources to meet pressing adult problems have been successfully developed for mothers of pre-school children in Head Start Programs throughout the country.

Since 1965, when the National Foundation on the Arts and Humanities Act was enacted, the Congress has appropriated a total of $141,525,174 to encourage and support national progress in the arts and humanities. Nearly 90 percent of the country's museums offer some type of educational-cultural-recreational program, and their impact as an educational and cultural resource is rapidly expanding. In 1965, a survey of museum use made by the American Association of Museums found that museums were conducting formally organized classes and lectures for 4,500,000 adults. About 14 percent of the museums reporting had programs for adults. Admission to many museums and art galleries in the country is free and open to the public. Many museums and libraries have developed innovative programs, such as "store-front" museums and bookmobiles, opening new vistas for adult education.

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UNESCO THIRD INTERNATIONAL CONFERENCE
ON ADULT EDUCATION

(July 25 - August 7, 1972)

BACKGROUND PAPER

ADULT EDUCATION IN INTEGRATED EDUCATIONAL SYSTEMS IN THE CONTEXT OF LIFE-LONG EDUCATION

The attention of the delegation is referred to the attached document, International Education Year 1970: Life-long Education 7, prepared by UNESCO (Paris).

This document describes the life-long learning concept, provides basic information, and suggests directions for study, discussion, and action.

UNESCO THIRD INTERNATIONAL CONFERENCE
ON ADULT EDUCATION

(July 25 - August 7, 1972)

BACKGROUND PAPER

PLANNING, ADMINISTRATION, AND FINANCING OF ADULT EDUCATION

In the mid-sixties advisory councils were established to review Federally supported adult and continuing education and to make recommendations to the President and the Congress. The National Advisory Council on Adult Education is engaged in surveying the effectiveness of programs in adult basic education. The National Advisory Council on Extension and Continuing Education identified a large number of federal efforts that are addressed partially or wholly to the educational needs of adults. Both Councils are expected to recommend major changes in the federal system of administration for adult and continuing education in 1972. Most States followed this National pattern and established State Advisory Councils on Adult Education.

Adult education associations with individual and institutional members have been a pervasive influence in the setting of goals and priorities for adult education in ~~America~~ USA. ~~Fourteen~~ Sixteen groups have formed the Coalition of Adult Education Organizations to achieve close cooperation and improved communication on significant national issues related to the education of adults.

The pervasiveness of adult education in ~~American~~ USA life, and the relationship between the Federal Government and State and local governments make an estimate of proportional expenditure uncertain. One agency, the Department of Agriculture's Cooperative Extension Service, is financed about 40 percent national, 40 percent State with the remaining 20 percent coming from local governments. Some experimental and innovative adult education programs are financed almost entirely at the local level. Ninety-three percent of the funds expended for all educational levels derives from local and State Sources. The United States has a strong tradition that public education be under local control.

The Federal government has some funds allocated to the education and/or skill training of adults. The amount of funds spent for adult education by the Federal Government is in excess of $3 billion.

Units of local government spends funds annually for some kind of continuing education for adults. Some States spend funds by an established formula assisting localities with adult education. Many minor political divisions spend funds to provide critical educational needs of certain groups of citizens. State and local governments expend funds to match Federal allocations.

Voluntary private organizations, exclusive of industry, commerce and agriculture, are of limitless variety. Expenditures range from the millions granted by the Ford Foundation for research and demonstration projects to donation of a film projector by a service club. A reliable estimate of total contributions in funds and services is impossible.

Nearly every business of any size provides job training and/or education for its employees. During the decade of the 1960's there has been a trend for major unions to write educational funding in union contracts. In the field of agriculture, there has been a historic marriage between the Federal Department of Agruculture and the agricultural education endeavor managed by the Land Grant Colleges.

There are hundreds of private schools which provide career education for a fee and many adults pay tuition to take courses at educational institutions in their spare time. It is estimated that learners pay a major fraction of the national bill for adult education. An exception to this general policy is the adult basic education program or the national literacy effort in which the Federal government provides 90% of the cost. Through the Congress, the Nation has taken the position that every citizen should have access to the equivalent of a secondary education. It may be that the principle of a free public elementary and secondary education will be extended to the principle of life-long access to free learning to retain this viability in the increasing complexity of our society. Many of the programs and expenditures of tax monies to provide job training and other compensatory programs for the victims of discrimination, such as Blacks, move the country closer to free education at every stage of life.

On a percentage basis, it would appear that only a small number of adult learners have been registered in educational programs which make provisions for the cost of their living expenses while in training. A number of Federal programs serving the disadvantaged adults have contributed toward their support by providing a stipend. Both government and industry have provided a modest amount of scholarships and pay study leave to stimulate employee up-grading.

Some industrial and commerical enterprises have allowed time off for special programs. Some of these have been operating in cooperation with labor unions. Recently, some units of State or local government have permitted training during working hours without the loss of pay.

Providing child-care programs for parents needing vocational training has been a problem in recent years for which little or no provisions has been made.

Non-governmental adult education is sometimes financed directly or indirectly by government. A number of vocational and rehabilitation programs have provided a portion of the employee's salary to the industry employing these individuals as a partial payment for the training provided. In addition, tax benefits contribute to the feasibility of substantial donations by corporations and foundations.

There is much evidence to indicate an increase in financial allocations for adult education by the Federal government during the decade of the 1960's, and some evidence to show this will be increased during the decade of the 1970's. Occupational, manpower training and adult basic education programs, which are designed to increase employability, are expected to receive increased funding in the 1970's. Further, there are a number of developments to indicate a broader recognition that increased education will assist in resolving some of the social and economic problems presently of concern to adults. Revenue sharing of Federal funds with State governments would allow State determined educational priorities. This proposal would replace a number of special programs for special groups.

Eighteen Federal agencies provide programs for the promotion of international understanding and the provision of foreign technical assistance. Extensive programs of adult education are carried on by cabinet level Departments (including the Department of Labor, Department of Interior, and the Department of Health, Education and Welfare).

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UNESCO THIRD INTERNATIONAL CONFERENCE
ON ADULT EDUCATION

(July 25 - August 7, 1972)

BACKGROUND PAPER

NEW METHODS AND TECHNIQUES:

UTILIZATION OF THE MAJOR COMMUNICATION MEDIA

The National Center for Educational Technology of the Office of Education serves as a point of national focus for educational technology, defining public issues, encouraging States and localities to apply to their own situations the benefits of computers, television, and other forms of telecommunications as created, researched and validated by the National Institute of Education, Education Commission of the States, and other agencies and organizations.

The Office of Education is attempting to meet critical needs in recognized areas of educational deficiency. For example, it is the principle sponsor of the educational television series, Sesame Street, aimed at the disadvantaged pre-school child, and of The Electric Company, which attempts to correct reading deficiencies of young children. Other efforts have been initiated to meet the needs of people for whom English is a second language through instructional television programs. Other experiments are being developed for the utilization of satellites in combination with other communication media for the improvement of education.

The methodology of adult education reflects a trend toward greater individualization of learning experiences. Individual curriculum material (software) and mechanical devices (hardware) are being used at all levels -- from the teaching of illiterates to refresher courses for postgraduate professionals. These instructional systems may be paced to the individual's rate of assimilation of their content.

The old method of a single teacher with a limited number of pupils at various levels of educational achievement that was developed for the rural schools of America has been reintroduced to provide learning opportunities for illiterate or undereducated adults. This method has been augmented and supplemented with the new educational technology including programmed materials and texts as well as mechanical devices, readers, pacers, video tape recorders, magnetic recorders, and in some instances, computer-based instruction.

Agricultural extension techniques range from one-to-one, face-to-face learning to the use of mass media, such as motion pictures, radio, television, pamphlets, and bulletins. Trained volunteer leaders are used extensively to enlarge the teaching resources of the Extension Service.

Because of the difficulty of involving people with little education and little income, pilot programs were developed to try new ways of teaching them. New programs have featured the employment of subprofessional, indigenous program aides who receive training from and are supervised by a university-educated professional adult educator. Typically, the professional recruits these aides from the group of people the program is expected to reach. The aides are paid for the actual working time, usually in a temporary employment status.

The college graduate of a few decades ago lacks some of the knowledge and know-how in today's society, unless he has updated himself through some form of life-time learning or adult education. This includes knowledge and skills which are provided in elementary and secondary schools in this decade. The effort to keep up has been energetic, but no one concedes that it has accomplished its mission.

The National Education Association, an organization built around primary and secondary educators, is proud of its role in sponsoring and developing the National Training Laboratories Institute for Applied Behavioral Science, which for more than a decade has had a forceful impact upon educational methodology in the United States. Briefly, NTL has concentrated on how people learn and on blocks to learning rather than on the teaching process itself. This has forced increasing attention to evaluating teaching in terms of its behavioral outcome.

Several purposes are served by this arrangement. It is efficient in reaching large numbers of people with face-to-face instruction; it is economical as compared with the cost of teaching by professionals; it reaches clientele who are not accessible to professionals; non-professional paid personnel allow flexibility in staffing for particular clientele and program emphasis.

Large numbers of unpaid volunteers -- men, women, and youth -- personally conduct many extension educational activities or assist professional staffs.

The trend toward individualized instruction has produced a number of learning resource centers, particularly at the developing community college institutions, where adults may--when the time is convenient to them--pursue the areas of knowledge and skill that they feel are

most necessary and where they may achieve at their own pace.

Itinerant teachers for high school completion programs for adults are used in some communities. The relaxation of the technical credential for operation of short-range FM radio stations holds great promise for future adult education programming. The establishment of cable TV and increased acceptability of programmed learning through cassettes provide a basis for the establishment of "home learning centers."

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UNESCO THIRD INTERNATIONAL CONFERENCE
ON ADULT EDUCATION

(July 25 - August 7, 1972)

BACKGROUND PAPER

MOBILIZATION AND TRAINING OF PERSONNEL REQUIRED FOR THE EXPANSION OF ADULT EDUCATION

Adult education in the United States needs more trained career-oriented personnel. The shortage can be validated by present enrollment and participation figures in such programs as public school adult basic education, college and university extension, retraining programs in business and industry and in continuing education programs of professional associations and organizations. It can also be documented with evidence of the scope and nature of the problems of undereducation, poverty, rapidly changing professional job markets, increase of time for life-long learning and leisure-time (non-work) activities, and the urgent necessity for our environmental understanding and conservation.

Over the past few years, national, regional, and State programs have been initiated to provide and prepare leadership and personnel for some of these adult education programs and activities. However, there remains a significant and varied number of gaps and shortages in adult education personnel.

Categories with the greatest shortages of personnel, training opportunities, and career development opportunities are: Paraprofessional aide, manager, researcher, media specialist, guidance and counseling, and director of education/training.

There is great growth in the adult education activities of professional organizations and associations. Thus there is need for directors of education in various areas, i.e., scientific, engineering, or space-related business and industry. A central function of such personnel would be the design of programs for personnel development, skills training, and education for personal growth.

The college or university has provided most of the training for adult educators, particularly land grant State colleges. There are approximately 75 institutions of higher education which provide master's and/or doctoral level programs in adult education. In the past two years, 16 colleges in the Southeast have established either undergraduate or graduate programs for teachers, teacher-trainers, and managers with Federal support.

Community colleges and other special institutes operated by colleges and universities have trained thousands of teachers, teacher-trainers, and administrators in adult basic education since 1964. However, most of these efforts have been designed on an emergency basis with little systematic followup. Also, these institutes and conferences have served part-time personnel in most cases. The universities in their degree granting programs have prepared full-time personnel.

Many other government and private groups have funded and organized their own short courses and institutes of training or retraining. But again, the universities have been called upon to provide much of the training in educational techniques for the adult educator.

Complete information is not available concerning the number of persons receiving training in adult education. However, it is estimated that several thousand students receive instruction on an annual basis in formal adult education courses provided by institutions of higher education. Community organizations, governmental agencies including the military, and profit-making businesses in the industrial setting also provide training for additional thousands.

including

The two current major adult education thrusts of the Office of Education of the Department of Health, Education, and Welfare are in Adult Basic Education (the Right-to-Read program to end illiteracy) and the development of stronger training resources to raise the quality and increase the number of teachers, as well as consultants.

The need for more services in the area of adult education could well cause the Nation to find ways to utilize a resource which has been created by demographic changes within the country. There is a surplus of elementary and secondary teachers at a time when the population pattern is changing to a smaller proportion of school age children and a larger proportion of adults. This resource could be utilized by transferring some mature elementary and secondary teachers into adult education operations after "recycling" training and replacing them with the younger teachers coming on the job market who might have more empathy with young students than with adults. Adjustments of this type often occur without organized supervision to meet the needs of the market in the American society.

The development of cable television could make the present supply of personnel adequate to provide the necessary amount of skills which adult educators now possess and that the new personnel needs in adult education would be in such fields as computer programmers and the assortment of technicians who would prepare the type of audio-visual material which would be transmitted into the home by cable.

Finding knowledge to fill a dozen channels with useful material every day would be relatively simply in comparison with the task of finding the creative and technical skills to transmit this knowledge onto the home screen. Many fine minds in what America calls "the knowledge industry" and the "communications industry" have addressed themselves to the many questions raised by the exciting imminence of cable television.

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UNESCO THIRD INTERNATIONAL CONFERENCE
ON ADULT EDUCATION

(July 25 - August 7, 1972)

POSITION PAPER

DEVELOPMENT OF ADULT EDUCATION
THROUGH INTERNATIONAL COOPERATION
INTERNATIONAL NGO

(UNESCO CONFEDAD/3)
(Agenda Item 8.4(1)

Problem:

A proposal for the establishment of a new international nongovernmental organization in the field of adult education may be advanced by the Canadian or other delegations at the Conference.

U.S. Position:

The United States delegation should support the establishment of such an organization provided that it would draw complete financial support from nongovernmental sources. This idea has widespread support among the U.S. adult education community.

Background Information:

An important trend in adult education is its increasingly international character. Adult education has been slow to emerge as a legitimate area of university study and professional preparation, and this has inhibited the growth of international activities in adult education. Many universities involved in international studies have not focused on adult education nor on foreign adult education. Another reason for inhibited growth is that adult education has developed in such different ways and has been defined so differently in various countries that it has been difficult to make useful comparisons. To heighten international understanding and to profit by the experience of other nations more knowledge of various world cultures and of comparative adult education is needed.

Although international activities in adult education are still at an early stage, there are encouraging developments evident through participation in conferences, exchanges of persons, and the introduction of comparative adult education courses in graduate programs.

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International organizations and international conferences have provided opportunities for adult educators to learn about programs in other countries. U.S. representatives have been members of international committees, such as the UNESCO International Advisory Committee for Out-of-school Education, and the Adult Education Committee of the World Confederation of Organizations of the Teaching Profession. Some adult educators have been active in the International Congress of University Adult Education or taken part in organizations such as the Society for International Development.

In 1966, the International Congress of University Adult Education, in cooperation with the New England Center for Continuing Education and the Center for the Study of Liberal Education for Adults, arranged the First International Conference on Comparative Adult Education. A second conference was held at Syracuse, New York, before the 1969 Galaxy Conference of Adult Education organizations in Washington, D.C.

The United States voluntary and professional associations and non-governmental organizations play a most important role in adult education for international understanding. Formed by public-spirited citizens for civic, fraternal, philanthropic, professional, religious, or other purposes, these organizations frequently sponsor programs which stimulate interest in the United Nations and in programs of education about various aspects of international affairs for American adults. Examples are the Foreign Policy Association, the World Affairs Councils, People-to-People, Incorporated, the U.S. National Education Association and its affiliate groups, to name a few. Many others are equally dedicated to building an informed and articulate public opinion on major issues. General adult audiences, as well as specialized ones from business, labor, the professions, universities, and other areas, are offered programs and seminars in cooperation with the newspapers, periodicals, and the radio and television media.

During the past ten years, there has been a marked increase in the number of adult educators visiting programs overseas either on sabbatical arrangements or in briefer visits. UNESCO has published a guide for adult educators interested in studying abroad. The number of adult educators from overseas visiting adult education activities in the United States and Canada has also risen significantly. A recent study indicates adult educators traveling and working abroad comprise only five percent of exchanges, but as adult education continues to grow in sophistication, this figure will undoubtedly change. Several university adult educators have had their visits to institutions in the United States arranged by the International Congress of University Adult Education during the last six to eight years, some with their expenses covered by grants from the Carnegie Corporation or the Ford Foundation. In addition, persons active in public school adult education and labor education have also visited the United States.

Another more specific and more focused way of promoting international understanding is through offering comparative adult education courses by those engaged in providing graduate professional training in adult education in universities. The last decade has seen the introduction of such courses into graduate programs. At Syracuse University there is a new graduate program in international adult education; Indiana University has a new course in comparative adult education; Florida State University plans to establish an Inter-American training program in its Department of Adult Education; Cornell University presents a graduate program in the international aspects of agricultural extension; Ohio State University and the University of California at Los Angeles offer seminars in comparative adult education and evaluation; training of adult education staff for major development projects in rural areas, urban areas, etc.); organization and administration of adult education activities.

American foundations have supplied support for adult education programs overseas. The Carnegie Foundation awarded grants to support adult education in Kenya and the study of inservice training of teachers in Africa. Under Carnegie's Commonwealth program, adult educators from 20 countries have been brought to the United States. Other interest has been centered on literacy education, community development, management and labor education, correspondence instruction, religious education, health and nutrition.

Talking Points:

1. The United States endorses the establishment of an international nongovernmental organization in the field of adult education as an important step in the advancement of adult education as a means for stimulating economic and social development. The new international nongovernmental organization would serve as a focal point and coordinating professional body for national and regional efforts in the field of adult education.

2. As with other nongovernmental organizations, we believe that the entire funding from such an organization should come from private, as opposed to national, sources, as the most important way of preserving the professional integrity of the organization. This delegation also believes that membership should be open to individuals, as well as organizations, to ensure that professional participation is available to all interested adult educators, including those not now served by national or regional organizations.

International cooperation in adult education has undeniably made great strides over recent years, especially through conferences, group and individual tours, improved international circulation of an ever-increasing number of publications devoted to adult education, and the exchange of specialists - all of this activity being stimulated and guided by a variety of governmental, nongovernmental and private organizations. It is generally agreed, however, that this international cooperation has been far from adequate.

4. UNESCO is primarily an organization of governments and cannot relate directly to the national and regional ~~agencies~~ of adult education. No other intergovernmental organization or any other nongovernmental organization (International Congress of University Adult Education for example) can serve these purposes. Furthermore, budgetary resources at UNESCO for adult education are quite small, and for some time to come its main attention to adult education will be focused on such problems as literacy and economic development.

Documentation:

Annex A, An International Society for Adult Education: Background Notes.

CONFEDAD/5, "Adult Education in the Context of Life-long Education."

CONFEDAD/4, "A Retrospective International Survey of Adult Education."

U.S. Monograph, Perspectives of Adult Education in the United States and a Projection for the Future, pages 25 to 28.

Comments by Paul H. Sheats at the March 20-21, 1972, meeting of the Coalition of Adult Education Organizations in Washington, D.C.

New Trends in Adult Education: from Elsinore to Montreal by A. S. M. Hely, UNESCO, 1962, Chapter VII, pages 92 to 100.

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ANNEX A

An International Society for Adult Education: Background Notes

1. Why an international society?

    1. The need has long been recognized but the means did not seem to be available before. See discussion at Elsinore and Montreal conferences.

    2. There are now regional organizations and national associations that lack any kind of clearinghouse; there is no established way for exchange of journals, reports, research abstracts, etc.

    3. There is no place where all the disparate organizations and agencies can relate and where the individual adult educationist has any place.

    4. There is no place where problems or new developments that may be of general interest can be taken up and explored.

    5. There is no centre where ideas and recommendations may be developed and directed to UNESCO or ILO or the World Bank, or countries or NGO's.

2. Why is such a society possible now?

    1. There has been a substantial growth in national associations, regional associations and NGO's who may participate. Within countries there are many more experienced and trained adult educationists. There are many more journals and publications to be exchanged and to facilitate exchange.

    2. Concern has grown about the need of the organization, and it is now realized that other agencies (UNESCO for example or ICUAE) cannot provide what is needed.

    3. Financial resources for a modest but effective operation seem to be in sight.

3. Why not UNESCO or other agencies or organizations?

    1. UNESCO is primarily an organization of governments and cannot be concerned with many of the primary agencies of adult education.

    2. The total resources at UNESCO for adult education are pitifully small.

3. For some time to come the main attention of UNESCO toward adults will be focused on such problems as literacy.

4. No other intergovernmental organization (ILO for example) or any NGO (ICUAE for example) can serve these purposes. (Incidentally, members of the Secretariat at UNESCO, expressed their approval.)

4. Kind of Society

Somewhat like the Society for International Development.

An international NGO, affiliated to UNESCO but also having association with ILO, FAO, and other intergovernmental organizations.

An organization free to work with any country or agency about the problems and concerns of adult education.

Membership - The only significant "test" of membership is willingness to participate in activities to further adult education. Fees should be low enough so that no adult educationist or agency that should participate is barred simply for financial reasons,

An international headquarters for the Society but many functions can be decentralized and offered in several parts of the world.

The Society would be free to obtain money from member and associates, from governments and intergovernmental organizations, from foundations and private sources, from contracts and from services.

5. Chief Functions

The Society will have a relatively small budget and must be modest in its operations, at least in the first few years.
Its role would be:

- To act as an international office and clearing house for the regional associations.

- To act as an international office and clearing house for the national associations.

- To act as a clearing house and exchange center for adult education journals and those who publish research abstracts, reports, monographs, etc.

- To encourage exchanges of staff, visits by individuals and by groups.

- To encourage regular monitoring of all publishing and adult education and the translation and dissemination of publications or other suitable media.

- To arrange or encourage seminars on problems of adult education in various parts of the world.

- To arrange or encourage training and research in various parts of the world, particularly developing countries.

- To identify problems and opportunities and draw attention to members or of intergovernmental organizations or any other appropriate agencies. (Particularly UNESCO, ILO, etc.)

- To distribute a journal, and/or newsletter.

The Society would not compete with or displace any present organization but will support and work through present organizations.

6. How would these functions be carried out?

- Meetings and seminars, arranged with and through members.

- Exchange of materials, publications, research abstracts and other media.

- A journal and/or a newsletter.

- Helping organizations or individuals to find financial resources for important projects.

- Helping individuals find expenses (training, travel, etc.) that will assist them in their work.

- Inviting member agencies to perform services on behalf of total membership or parts of it. (Example: translation or sponsoring a conference or sharing in co-operative research projects.)

7. Examples of "working methods".

a. Research abstracts. There are now six countries or agencies where some form of abstract of research in adult education is carried out. What is now needed is some effort to make these abstracts sufficiently uniform so that they can be exchanged and used, and for a central clearing house. The agency which seems best able to perform this task is the international Bureau of Education in Geneva. The Society, in bringing into being an appropriate international service of exchange of research abstracts, would probably choose to work with and through the IBE rather than setting up on more system of abstracting.

b. Seminars for staff development. Such seminars and workshops are needed in many parts of the world. Instead of organizing these in one single or central location the Society would probably operate to support efforts in areas like East Africa, putting resources there if available.

8. Organization

A meeting of members every three or five years.

Regional meetings may be held with the assistance of regional organizations.

A small executive board that can meet annually. Perhaps a council representing the main interests or committees representing functional or geographical interests, etc.

Small advisory boards of educationists, communications and business advisors, meeting every two or three years.

Committees for research, publishing, training, etc.

A secretary-general and a small secretariat. Some important services may be performed by member organizations on behalf of the Society.

9. Membership

Individuals and groups will all have one vote. All members will be notified of activities and how to obtain services.

Individual - a nominal fee
Institutions (libraries, universities, colleges, centres)
International NGO's
National Associations
Regional Associations
Governmental agencies may pay an affiliation fee and receive publication and information.

10. Languages

Probably

English, French, and Spanish

Efforts will be made to promote activities in other languages and to translate and diffuse important works and ideas from any language. In particular, efforts will be made to translate materials from and into such languages as Russian, German, Chinese, Hindi, Arabic, and Swahili.

11. Finance

An attempt is being made to assure at least modest financing for the first three to give years on the assumption that if the organization is well established and is serving valid purposes its continuing activity and usefulness will be maintained.

For these initial years two extra forms of financing will be invited:

i. Grants from several countries.

ii. Special donations ("founding memberships") from 500 - 2,000 individuals who will be invited to assist in establishing the Society.

It is now assured that rent and expenses of the headquarters office, and salary and expenses of the Secretary-General, can be provided at no cost to the Society for three years.

Revenues anticipated annually

Annual fees from members, both individuals and groups.

Grants or contracts from corporations and foundations or governments.

Subventions or contracts from UNESCO, ILO, FAO, etc.

Sale of publications and services.

It is expected that a sum of between $75,000 and $100,000 in cash or in services can be obtained in these ways each year. This should ensure a modest but extremely valuable program.

12. Location of Headquarters

It is anticipated that, at least for the initial three years, the headquarters will be in Toronto, Canada.

Study of Proposal

Individuals from many countries have already discussed this proposal.

A meeting of those interested will take place just before or at the time of the Tokyo Conference.

If there is general agreement to proceed, the Society will be operating by September 1972.

Possible activities for 1972-1973

1. Establishment of an office and secretariat.

2. Convergence might become the journal of the Society, with appropriate changes in format.

3. Meeting of the Executive Board in 1972 and 1973 for decision about policies and projects.

4. Plans for a meeting of members in 1974 or 1975.

5. Establishment of an exchange of various national systems of research abstracts, the exchange probably to be located at the International Bureau of Education in Geneva.

6. The publishing of major papers that have been prepared for the World Conference.

   . country reports (selected)
   . special studies (selected)

7. The establishment of a system of exchange of publications on adult education arising from any country or "source."

8. Possible meetings, seminars, or conferences.

   i. For the editors of journals of adult education (perhaps in the USA, perhaps in Germany)

   ii. Representatives of national associations of adult education and/or regional organizations of adult education.

   iii. For those most interested in the problem of translation.

9. Committee meetings around special interests or functions, such as developments in Latin America.

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UNESCO THIRD INTERNATIONAL CONFERENCE
ON ADULT EDUCATION

(July 25 - August 7, 1972)

POSITION PAPER

DEVELOPMENT OF ADULT EDUCATION
THROUGH INTERNATIONAL COOPERATION
INTERNATIONAL AID

(UNESCO CONFEDAD/3)
(Agenda Item 8.4(ii))

Problem:

A proposal for increased international aid from UNESCO or other sources, particularly for the developing countries, may be advanced during the Conference. (Agenda Item 8.4(ii)

U.S. Position:

The United States recognizes the importance of adult education programs in meeting the needs of the developing countries, particularly needs for life-long education. UNESCO, however, should not allocate a larger share of its funds to adult education. To increase the proportion of regular program funding for adult education at the expense of other priority programs, such as teacher education, would be counterproductive. UNESCO's regular program funds are a finite quantity in a world where educational needs are infinite. The United States believes that UNESCO's program in adult education would benefit from closer cooperation with and support of international nongovernmental organizations active in adult education; and from the seeking of extrabudgetary resources from UNDP, IBRD, and other intergovernmental agencies in support of well planned and executed projects in adult education.

Background Information:

Such U.S. programs as AID and Peace Corps are specially designed to provide educational opportunities for the citizens of developing countries. The AID program of technical cooperation has identified as one of its three priority areas for assistance during the 1970's the area of nonformal education whereby systematic learning can be

provided outside the formal school system. AID in cooperation with the World Bank is identifying successful nonformal programs, such as the Mobile Trade Training Units in Thailand, which might be adapted to the needs of other countries. Within the limits of its resources, AID plans to encourage and help developing countries in (1) the creation of a philosophy and concept of nonformal education as a part of their national learning system, (2) making an analytical inventory of national activities and selected international experience, (3) formulating the design of a national program based on systematic study of national needs, (4) making an examination of national resources for carrying out the program, and (5) creating mechanisms within the government to provide leadership and coordination.

The U.S. Agency for International Development (AID) has employed many adult educators to work as community developers in overseas technical assistance programs. Many of the lessons learned abroad are now being applied in the United States.

Many universities are now offering special training programs for businessmen who plan to work overseas. On the other hand, labor unions have concentrated less on training their professionals for overseas work and more on providing organization and administration skill training for foreign labor leaders in the developing countries.

Many churches are engaged in foreign mission work with a strong adult education component. The YMCA World Service, primarily with North American help, sends persons abroad to help start YMCA's and provide many forms of recreation, physical education, agricultural education, and community development. Through AID, the United States Department of Health, Education, and Welfare, and private foundations, there have been substantial adult programs in health education in most of the developing countries. The U.S. Department of Agriculture has trained extension personnel and various other kinds of specialists.

Those who conduct education by correspondence have been meeting in a separate international association for more than a decade. Educators from the United States have contributed much to the exchange of information in this field.

Talking Points:

1. UNESCO has supported and continues to support programs in functional literacy, population education, and rural development through its regular program funds. These activities, while not significant in terms of the amount of regular program money alloted to them, constitute an important commitment on the part of UNESCO to adult education. The United States supports this commitment within the framework of integrated, life-long education.

2. UNESCO's regular program funds for education, amounting to $25.6 million projected for the 1973-74 biennium, represent a finite quantity in the developing world where educational needs are infinite and most countries are reaching the saturation point in terms of the amount of money which can be allocated for education. It would be counter productive to seek to significantly increase regular program funding for adult education at the expense of other priority activities such as teacher education. The United States believes that UNESCO's program in adult education would benefit from closer cooperation with and support of international nongovernmental organizations active in adult education; and from the seeking of extrabudgetary resources from UNDP, IBRD, and other intergovernmental agencies, for well planned and executed projects in adult education.

3. Close cooperation with and support of international nongovernmental organizations active in adult education will strengthen and streamline efforts to encourage the search for common principles and diffuse awareness of developments that may help accelerate economic and social change in developing countries. The establishment of a comprehensive education is an important first step in this process.

4. Member States should be encouraged to seek UNESCO's assistance in designing projects in adult education suitable for funding through extrabudgetary resources to meet their national needs and priorities. Donor institutions should be encouraged to give positive consideration to such projects, within their respective frames of reference, as an important part of the educational continuum. For its part, UNESCO must ensure that the required expertise is available to manage projects thus funded. It is the position of this delegation that it would be better not to seek external aid if UNESCO cannot ensure that the projects are carefully planned, managed, evaluated and followed through.

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